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ABSTRACT

This user's guide concerns audiovisual aids that complement information published in "A Guide for Education Coordinators in Head Start." The guide was developed to facilitate the varied and effective use of two videotapes concerning the Head Start curriculum and its individualization. The videotapes, "Curriculum in Head Start" and "Individualizing in Head Start," explain Head Start requirements and demonstrate how its performance standards are implemented in Head Start programs. This guide provides an overview of the content and format of each videotape, and offers suggestions for introducing the tapes and structuring the viewing of them. The videotapes can be used to orient new staff and volunteers; train classroom staff and volunteers; share the Head Start philosophy and goals; orient new members of a policy council; introduce parents to the Head Start program; and explain Head Start to public school personnel. Handouts for training sessions are included in an appendix and consist of a definition of an ideal curriculum and a list of performance standards for the education component. (RH)

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A User's Guide to the Videotapes:

"Curriculum in Head Start"
"Individualizing in Head Start"

PS 017028

A USER'S GUIDE TO THE VIDEOTAPES: "CURRICULUM IN HEAD START" "INDIVIDUALIZING IN HEAD START"

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The two videotapes, "Curriculum in Head Start" and "Individualizing in Head Start," were produced by Creative Associates, Inc., Washington, D.C., in cooperation with the Educational Film Center, Annandale, Virginia. Filmed in three Head Start programs, they convey important information on two topics of central importance to the Education Component.

We are particularly indebted to the Education Coordinators and teaching staff who welcomed us into their classrooms. They generously offered their time and expertise, agreeing to be interviewed on videotape to explain their philosophy and approach. We wish to acknowledge the contributions of the following Head Start programs and staff.

- Arlington County Head Start
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Dr. Mary Lewis, the Government Program Officer, and Dr. Jenni Klein reviewed rough cuts of the videotapes and provided us with their invaluable insight and guidance to shape and refine the content presented.

INTRODUCTION

In 1986, the National Head Start Bureau published *A Guide for Education Coordinators in Head Start*. Two videotapes were developed to complement the information provided in the *Guide* on curriculum and on individualizing the program for children. Every Head Start program will have copies of these resources with the goal of supporting the work of Education Coordinators and enhancing the quality of educational services.

The two videotape topics, "Curriculum in Head Start" and "Individualizing in Head Start," are of central importance to the Education Component. Every program develops or adapts its own curriculum within the guidelines set forth in the Performance Standards. Each program is required to individualize the curriculum and all services to meet the unique needs of every child and family. The videotapes explain these requirements and demonstrate how they are implemented by Head Start programs.

The videotapes can be used in a variety of ways with different audiences. For example, they may be used:

- to orient new staff and volunteers;
- to train classroom staff and volunteers;
- to share the Head Start philosophy and goals;
- to orient new members of a Policy Council;
- to introduce parents to the Head Start program; and
- to explain Head Start to public school personnel.

To facilitate varied and effective use of the videotapes, this *User's Guide* has been developed. It provides an overview of the content and format of each videotape and offers suggestions for introducing the tapes and structuring their viewing. Handouts for training sessions are included in an appendix.

"Curriculum in Head Start"

OVERVIEW OF "CURRICULUM IN HEAD START"

This videotape explores curriculum in Head Start—what it is and the elements essential for a positive and effective program. Two key concepts are addressed.

- Every Head Start curriculum must be based on the Performance Standards.
- The curriculum is grounded on sound child development principles about how children grow and learn. Children learn by doing—experiencing with all of their senses; playing and exploring in a variety of settings; experimenting and problem solving on their own; and making mistakes.

Every Head Start curriculum must incorporate the following elements.

- The curriculum is *comprehensive*. It provides for learning experiences that promote the growth of the whole child, addressing all areas of a child's development—cognitive, social, emotional, and physical.
- The curriculum is *developmental*. It provides for appropriate activities and interactions based on the age and developmental stage of each child. The program provides a wide range of equipment and materials to address the varied abilities of the children.
- *Parent involvement* is an important component of every Head Start curriculum. As the primary educator of the child, the parent's input and collaboration are essential. Within each program, parents are involved in a variety of ways.
- A Head Start curriculum is *individualized*. It responds to the abilities, interests, and needs of each child.
- The curriculum *reflects the community*. It respects each child as a member of a distinct family and culture through the environment, interactions, and activities provided.
- All *Head Start Components* are reflected in the curriculum. This is especially evident in relation to health and nutrition.

An effective Head Start curriculum involves *collaboration and careful planning*. The staff translates these basic principles of good child development into daily experiences, to design a positive and well-integrated learning environment.

A Head Start curriculum provides a consistent structure for a good developmental preschool program. It also encourages *diversity*, as each program reflects the interests, abilities, and needs of the children and staff within it.

FORMAT OF "CURRICULUM IN HEAD START"

This videotape shows three distinct Head Start programs. Three Education Coordinators describe the critical aspects of a good early childhood program based on their practical experience and individual programs. Although the programs are different, each demonstrates the child development principles and the Performance Standards on which every Head Start curriculum is based.

Most of the children live close to this community-based, inner city center. An easy walk around the block provides a spectrum of experiences in getting to know your own neighborhood. Most of the parents can bring their children to school; these are important times for sharing.

Four- and five-year-olds are an active group in this suburban center within an older school building. Table toys have become very popular this week. By carefully selecting and changing materials, the teachers involve the children in a variety of challenging learning experiences.

This bilingual center reflects the diverse mix of Hispanic and English-speaking children who live nearby. As a bilingual program, the curriculum is based on the philosophy that children can learn more easily in the language they are most comfortable with. These children are learning to understand and appreciate the variety of cultures from which they come.

WORKSHOP PRESENTATIONS

"Curriculum in Head Start" may be shown to a variety of audiences to convey information on the Head Start program in general, to explain the concept of a developmentally appropriate curriculum, or as part of a training session with staff, volunteers, or the Policy Council. It can be used with the same audience several times with different purposes.

The following pages describe four different workshop presentations for the videotape.

- What Is a Developmentally Appropriate Curriculum?
- The Elements of a Head Start Curriculum
- How Children Learn through Play
- The Connection between Curriculum and the Head Start Performance Standards

WHAT IS A DEVELOPMENTALLY APPROPRIATE CURRICULUM?

Head Start, from the beginning, has required all programs to develop or adapt a curriculum that is developmentally appropriate. This means that each program provides for appropriate activities and interactions based on the age, developmental stage, and personal interests of each child. Equipment and materials found in a Head Start classroom are appropriate in size and level of difficulty for the children served. A child's growth in all areas of development is encouraged and planned for.

The experience and expertise of the Head Start program in designing and implementing a developmentally appropriate curriculum is invaluable at a time when the field of early childhood education is expanding. Many states are implementing four-year-old programs and looking to Head Start for guidance. The National Association for the Education of Young Children has published a paper defining "Developmentally Appropriate Practice." Head Start staff will be called upon to share what they know about developmentally appropriate curriculum. The videotape, "Curriculum in Head Start," can be used to help convey these concepts.

INTRODUCTION TO THE VIDEOTAPE

If the audience is knowledgeable about Head Start or early childhood education, you might begin by asking participants how they would explain a developmentally appropriate curriculum. Record ideas from the group on chart paper.

If the audience is not familiar with Head Start or early childhood education, it might be best to begin with an explanation of why Head Start has always required a developmentally appropriate curriculum and what this means.

Two handouts that can be used for this discussion are the overview of the videotape in this guide and the NAEYC publication, "Developmentally Appropriate Practice."

FOLLOW-UP

After showing the videotape, discuss what examples of developmentally appropriate practice were evident in the programs shown. Responses could include the following.

- Children were actively involved in activities—washing dolls, playing with blocks, making a fruit smoothie, playing with puppets.
- Children were involved in activities in which they could explore with all of their senses.
- The curriculum was implemented throughout the day in all settings—indoors in the classroom, outside, and in the community.
- Children were learning to think and reason because teachers asked questions to help children solve problems.
- Activities were designed in response to the children's interest and activity level—they were not required to wait long periods of time.
- Materials and equipment were developmentally appropriate and varied.
- Materials reflected the ethnic backgrounds of the children.
- The teachers individualized the program.
- Children were engaged in activities to promote large and small muscle development.
- Children were exposed to reading and writing by writing a group story about a trip and listening to the stories.

THE ELEMENTS OF A HEAD START CURRICULUM

The elements of a Head Start curriculum are outlined in the overview. When showing the videotape for the purpose of emphasizing the various elements of the curriculum, it is often more effective to focus on one or two topics at a time.

INTRODUCTION TO THE VIDEOTAPE

Review the elements of a Head Start curriculum with the group. These include:

- it is comprehensive;
- it is developmental;
- parents are involved;
- the curriculum is individualized;
- it reflects the community; and
- all Head Start components are reflected.

Decide on a focus for the viewing of the videotape. For example, the group might look for examples of how the curriculum involves parents and reflects the community; or, how the curriculum is comprehensive and developmental. If the group is large enough, you might divide participants into smaller groups with each one viewing the tape to identify examples of one of the elements of a Head Start curriculum.

FOLLOW-UP

After viewing the tape, have groups report on examples they noted for each of the elements of a Head Start curriculum. Some examples are given below—you may note others as you view the videotape.

Comprehensive

- Teachers were asking questions to get children to think for themselves, promoting cognitive growth.
- The staff seemed concerned about socio-emotional growth as evidenced by the discussion with a parent and in helping children learn to express their emotions.
- Large muscle activities on the playground promote physical development; small muscle activities were incorporated in a variety of activities.
- Creative expression was encouraged during the art and dance activities.

Developmental

- The materials and equipment in the classroom were appropriate for the age groups served.
- The activities engaged the children actively.
- The teachers knew that three-year-olds have trouble waiting so they had enough bananas for each child.

Parent Involvement

- Notes were sent home to parents who cannot come in.
- A parent-teacher conference provided an opportunity to discuss what each knows about the child.
- Parents volunteer their time.

Individualized

- The teachers worked with children one-on-one and in small groups.
- The staff seemed to know each child well; they took time to listen to and support each child.
- The staff offered opportunities for success for the children according to their own level of ability to contribute.

Reflects the Community

- The class went on a walk in the community and dictated a story about their experience.
- The dolls in the house corner reflected the ethnic backgrounds of the children.
- The staff spoke both English and Spanish in the bilingual program.
- Signs in the room were in English and Spanish.

Reflects All Head Start Components

- The preparation of a fruit smoothie involved all the children with nutritious foods.
- Health and nutrition information was on a bulletin board.

To conclude the presentation, the handout, "A Definition of Curriculum," can be used to discuss how a curriculum is organized.

HOW CHILDREN LEARN THROUGH PLAY

The videotape can be used to demonstrate that a Head Start curriculum emphasizes how children learn through play. One way to approach the topic is to review or lead a discussion on goals for children and ask the group to look for examples in the videotape of how children are learning through play activities.

INTRODUCTION TO THE VIDEOTAPE

Discuss the role of play in Head Start and how people who say that children in Head Start are "just playing" are unaware of how much children are learning. Mention that play is not only children's work and a developmentally appropriate way for children to learn, but that there is a direct connection between play activities and goals for children.

Review the areas of development and goals for children in each area. Elicit ideas from the group or give a few examples from the videotape for each area of development. A chart similar to the one below might be used as part of the presentation.

AREA	GOALS	PLAY ACTIVITIES*
Cognitive	Discriminate objects Classify objects Solve problems Ask questions Think for themselves Pre-reading skills	Taking a field trip Listening to stories Planting seeds Playing fire fighters Assembling a train set Building with blocks
Socio-emotional	Positive self-esteem Play with others Respect others Express feelings Make choices	Playing with dolls that reflect children's ethnic background Playing dress up Preparing a fruit smoothie and giving children their own banana
Physical	Eye hand coordination Refine all senses Large muscle control	Smelling the fruit Playing with clay Dancing

*To be added after viewing the videotape.

FOLLOW-UP

After showing the videotape, help the group identify play episodes they observed and discuss what goals might be addressed by these activities. List the activities on the chart. If the audience includes education staff, ask them to identify what types of activities they plan for children to address these goals. If the audience is not familiar with the daily education program, you might mention some typical activities in your program.

THE CONNECTION BETWEEN CURRICULUM AND THE HEAD START PERFORMANCE STANDARDS

This videotape can be used as part of a training program for the education staff, parents, and community members to demonstrate how a Head Start curriculum must comply with the Performance Standards. It might precede the selection and adaptation process.

INTRODUCTION TO THE VIDEOTAPE

Using the handout, "Performance Standards for the Education Component," review the objectives that pertain to the curriculum selected by a program. These objectives include key concepts from the Education Services section (1304.2), as well as relevant concepts from the Health and Nutrition sections (1304.3). Explain that the programs they will see in the videotape provide good examples of developmentally appropriate curricula that meet the requirements in the Performance Standards.

FOLLOW-UP

After viewing the videotape, lead a discussion on what impressed participants about the programs they saw. Examples might include the following.

- The children were learning through play and active involvement in everyday experiences, such as bathing dolls, planting seeds, making fruit salad, swinging, reading, walking by a construction site, etc.
- The teachers used children's cultures in activities implemented.
- The teachers planned with parents and requested information from them about their children's strengths, needs, and interests.
- The equipment, furniture, and materials were developmentally appropriate.
- A bulletin board displayed nutrition and health information.

Conclude by noting examples of activities education staff use, or would like to implement, in your program that reflect the Performance Standards objectives.

"Individualizing in Head Start"

OVERVIEW OF "INDIVIDUALIZING IN HEAD START"

This videotape demonstrates the ways to individualize in Head Start—how to know each child and then plan appropriate activities to best promote that child's growth. A number of concepts are exemplified.

- Individualizing is an ongoing process, for children are continually changing. They develop at different rates, learning new skills and concepts at their own pace.
- There are a variety of different ways to get to know children, both informally and through structured activities. Talk and listen to the children—find out what is important to them. Observe a child in different, natural situations. Record observations and refer to this information. Set up activities to observe a particular skill.
- Parent input is a critical component in understanding each child. Keeping good channels of communication about what is happening at home provides important insight into a child's interests and needs.
- Staff communication and collaboration are essential, for each person sees the children in a variety of settings and from different perspectives. By taking time out to discuss the progress of a child and their daily interactions, staff members gain invaluable information.
- Activities and interactions must be planned based on each child's interests, abilities, and needs. Teachers individualize in a group as well as through one-on-one interactions, setting clear objectives tailored for each child.
- Children need to make a lot of choices. It is important to respect what is of interest to them.
- Evaluation is a critical aspect of individualizing. The children are observed on a daily basis and their progress is regularly evaluated. This involves observing activities and interactions with a child and utilizing this information for planning.

FORMAT OF "INDIVIDUALIZING IN HEAD START"

This videotape focuses on three different children. Each is a unique person with distinct interests and abilities.

Geraldine is five. She enjoys a variety of activities with the other children. Her first language is Spanish, but she speaks English with ease.

Billy is four. He enjoys experimenting with different materials. The art area has held his interest this week.

Sabrina is a curious four-year-old with a lot of energy. Dancing is a favorite activity in the center and at home.

WORKSHOP PRESENTATIONS

"Individualizing in Head Start" can be used to explain how Head Start staff plans for each child's growth and development. It can be an invaluable aid to a training session for staff on techniques for observing and recording children's behavior and on how to plan activities based on this information.

On the following pages, we describe four different workshop presentations for the videotape.

- How Staff Gets to Know Each Child
- How Staff Interacts Differently with Different Children
- How Staff Plans Activities to Meet Individual Needs
- Getting to Know Three Children

HOW STAFF GETS TO KNOW EACH CHILD

"Individualizing in Head Start" can be used to focus attention on the variety of developmentally appropriate methods staff can use to learn about each child. Information is provided about each child throughout the videotape. The following points should be emphasized.

- Education staff learn about children through daily observations and interactions.
- Parent input is critical to understanding each child.
- Education staff members keep notes and records to help them recall and discuss this information.

INTRODUCTION TO THE VIDEOTAPE

Discuss briefly with participants how education staff learns about each child. Record their ideas on a flip chart. Ask participants:

- What specific strategies can be used to gather information and learn about each child's strengths, needs, and interests?
- What other individuals can help the staff learn more about each child?

Explain that the videotape will highlight a number of different ways in which the staff can learn about each child's strengths, needs, and interests, including many of the ideas they identified. In showing the videotape, ask participants to write down any other methods they see demonstrated or discussed on the videotape.

FOLLOW-UP

After showing the videotape, ask participants if they can add to the original list. Try to elicit some of the following examples presented in the videotape:

- talking to parents;
- obtaining children's trust;
- observing children each day;
- talking to children and listening to them;
- sharing perceptions with other teachers;
- staffings;
- focused observations to assess a particular area or skill;
- keeping notes and anecdotal records; and
- maintaining a folder on each child.

Discuss what strategies education staff uses in your program to help them learn about each child in order to plan activities to promote the individual growth of each child.

HOW STAFF INTERACTS DIFFERENTLY WITH DIFFERENT CHILDREN

The videotape explores a variety of learning experiences within a program. Throughout the day, the education staff interacts with the children, responding to their distinct personalities, abilities, and needs. There are two key points to remember.

- Staff responds to children through language and gestures, sensitive to each child's personality and developmental stage.
- Staff individualizes for children in a group, as well as through one-on-one interactions.

INTRODUCTION TO THE VIDEOTAPE

Discuss how children are different, and how differences are respected and encouraged in a Head Start program.

Ask the participants to share their practical experiences of how children are different and how they adapt their interactions accordingly. For example:

- how they respond differently to the same action from different children and why; and
- how they implement a group experience responding to the varied interests and levels of the children involved.

Ask the participants to focus on the words and gestures the teachers use with the children and why.

FOLLOW-UP

After viewing the videotape, discuss the examples of how teachers individualize through their varied responses to children. Highlight key points:

- responding to children according to their personality and stage;
- giving support where needed, challenging others when appropriate;
- accepting relative contributions children can make at their own level; and
- adjusting language to the child's own experience and understanding.

HOW STAFF PLANS ACTIVITIES TO MEET INDIVIDUAL NEEDS

The videotape illustrates and explains ways in which the education staff uses what they know about each child to individualize the program. Key points made in "Individualizing in Head Start" include the following.

- One of the simplest ways to individualize is to allow for a range of choices.
- Teachers plan activities based on what they know about children's interests and the goals they have for each child.
- Individualizing means allowing for different needs and interests—not expecting all children to do the same thing at the same time.

INTRODUCTION TO THE VIDEOTAPE

Explain that the videotape, "Individualizing in Head Start," shows examples of how three teachers individualize their programs. If appropriate, ask participants how *they* individualize their program or what they have observed teachers do to meet individual needs of children. Discuss realistic constraints to individualizing. What problems do they encounter during the day? If the group is not familiar with the Education Component Performance Standards, it might help to give a few examples of how teachers individualize the daily program using the key points listed above.

FOLLOW-UP

Review some of the ways teachers in the videotape individualize their program, asking participants to identify examples they observed. These may include:

- letting children make choices and decisions on their own;
- learning what interests the children and making sure those materials are out (wrapping paper, woodworking);
- changing materials in response to changing interests;
- having individual times with each child;
- allowing for individual abilities (some children can listen to a story in a group, others only one-to-one);
- putting out a variety of materials as well as duplicates;
- developing goals and objectives for each child based on identified needs;
- accepting relative contributions children can make at their own level;
- understanding that children don't always do what is expected (classification task planned by the teacher was not what interested the child); and
- grouping children by interests and abilities as well as identifying their different needs within the small group.

Discuss ways they can work as a team to individualize in their own classrooms. What daily techniques or routines can be implemented?

Divide into small groups of two or three. Plan an activity (or activities) for a particular group of children for a particular time (e.g., a brief 15-minute morning time). What are the objectives? How do they address the varied needs and interests of the children involved?

GETTING TO KNOW THREE CHILDREN

The videotape, "Individualizing in Head Start," focuses on three children: Geraldine, Sabrina, and Billy. One way to structure viewing of the videotape is to divide the participants into three groups. Assign each group the task of learning about one of the children and how the teachers individualize for him or her.

After viewing the videotape, give each group a chance to report on "their" child. Try to bring out characteristics listed below.

GERALDINE

WHAT WE KNOW	HOW TEACHERS INDIVIDUALIZE
She cried a lot when she started school.	The teacher offered understanding and support. She tuned into Geraldine's interests to get her involved.
She stayed to herself and participated in group activities for only a short time.	The teachers were available to talk to Geraldine and provide extra support when she needed it.
Her mother is going to the hospital and she is upset.	The teachers talked to the mother to see how they could help Geraldine.
She speaks Spanish at home.	The teachers speak to her in both English and Spanish.

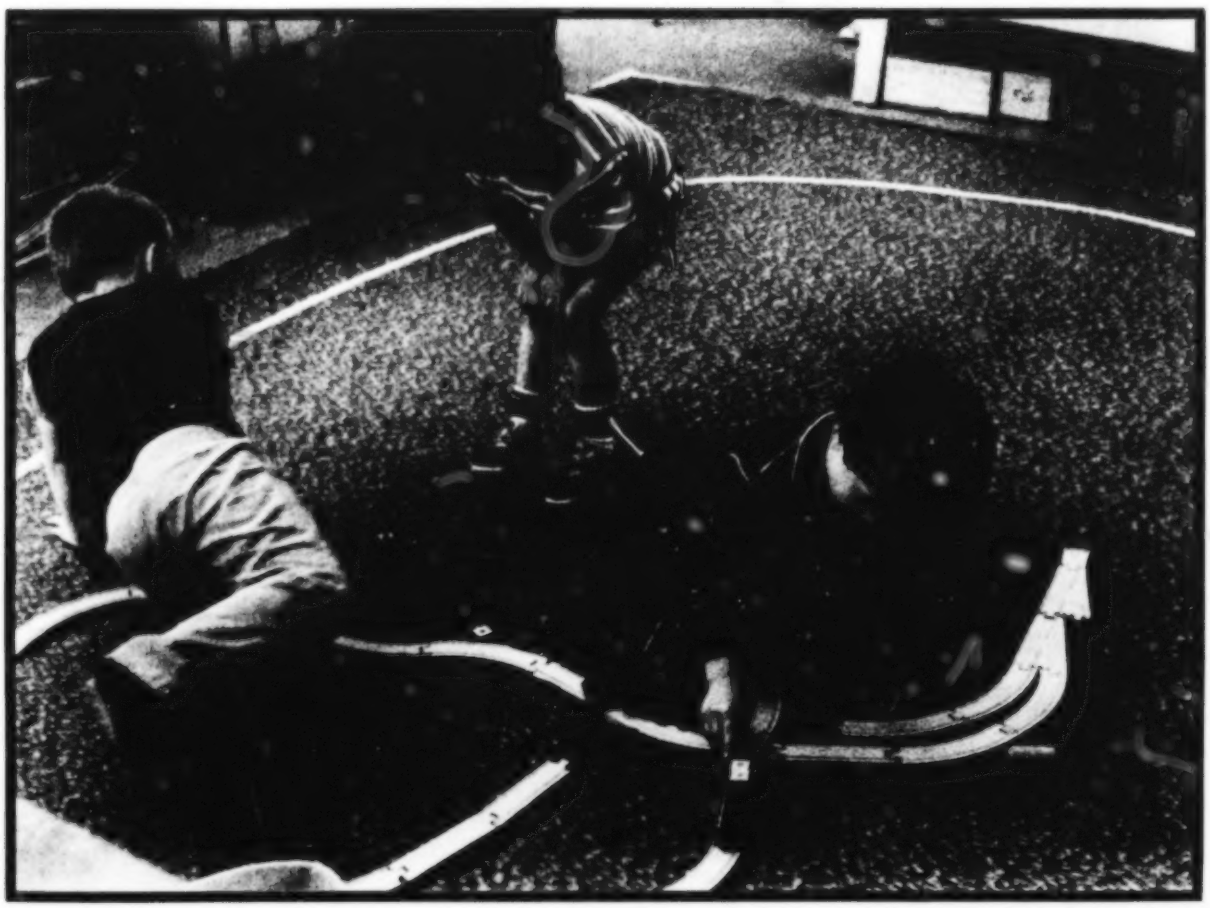
SABRINA

WHAT WE KNOW	HOW TEACHERS INDIVIDUALIZE
She was upset when her mother left her at the center.	The teacher gave her special attention and talked about how mommies feel sad too.
She isn't afraid to say what she wants; sometimes she's a little bossy.	The teacher stopped her and said she could not take something from another child.
She is energetic and likes to dance.	The teacher planned a creative movement activity with music Sabrina seemed to like.

BILLY

WHAT WE KNOW	HOW TEACHERS INDIVIDUALIZE
He uses "me" instead of "I."	The teachers model correct language.
He likes using wrapping paper.	The teacher made sure wrapping paper was in the classroom.
He plays independently but often does not get involved with the other children.	The teacher and assistant discuss this and plan activities and interactions for the following day.
He is doing pre-classification tasks.	He needs more opportunities to learn to classify and to express his ideas.
He has creative ideas—making a telescope, the jack-in-the-box.	The teacher did not discourage these ideas even if she had another plan.

Appendix: Handouts



A DEFINITION OF CURRICULUM

A Head Start curriculum should reflect the Performance Standards and be based on sound educational theory and child development principles and a clear educational approach.

It should include:

- specific goals and objectives;
- developmentally appropriate indoor and outdoor activities for acquiring basic cognitive, social, emotional, and physical skills; and
- a system for documenting the children's progress in all areas of development.

To support implementation of the curriculum, there should be:

- a management system for implementing the curriculum;
- procedures for training staff and parents on the implementation of the curriculum; and
- a method for determining the effectiveness of the curriculum.

Curriculum is a structured framework based on the Performance Standards. It specifies that the daily activities will be designed to:

- be comprehensive and developmental;
- reflect the community and cultures represented in the group;
- recognize and promote the role of parents;
- be child focused;
- build on the children's skills and knowledge; and
- promote the children's self-awareness and positive self-concept.

Curriculum is also an ongoing creative process that develops as the staff interacts with children and responds to the changing interests and needs of the community. Teaching staff uses the curriculum as a framework to develop activities as they:

- learn about the developmental levels of children;
- identify individual learning styles;
- assess individual needs and interests; and
- attempt to reflect each child's culture.

PERFORMANCE STANDARDS FOR THE EDUCATION COMPONENT

SOCIO-EMOTIONAL

- Provide an environment that enhances children's understanding of themselves as individuals and in relation to others.
- Give children many opportunities for success through program activities.
- Provide an environment of acceptance that helps each child build ethnic pride, develop a positive self-concept, enhance individual strengths, and develop facility in social relationships.

INTELLECTUAL SKILLS

- Encourage children to solve problems, initiate activities, explore, experiment, question, and gain mastery through learning by doing.
- Promote language understanding and use.
- Work towards recognition of the symbols for letters and numbers according to the individual development level of the children.
- Encourage children to organize their experiences and understand concepts.
- Provide a balanced program of staff-directed and child-initiated activities.

PHYSICAL GROWTH

- Provide adequate indoor and outdoor space, materials, equipment, and time for children to use large and small muscles.
- Provide appropriate guidance while children are using equipment and materials in order to promote children's physical growth.

INDIVIDUALIZATION

- Have a curriculum that is relevant and reflective of the needs of the population.
- Have staff and program resources reflective of the racial and ethnic population of the children in the program.
- Include parents in curriculum development and have them serve as resource persons.
- Observe, record, and evaluate each child's growth and development to plan activities to suit individual needs.
- Integrate the educational aspects of other Head Start components into the daily education services program.

STAFF AND PARENT TRAINING

- Encourage parent participation in program planning and activities.
- Offer parents training in activities for the home to reinforce learning.
- Offer parents training in observing children's growth and development.
- Offer parents training in identifying and handling special needs.
- Conduct parent-staff conferences and home visits at least twice a year.
- Offer staff and parent training in child development and behavioral developmental problems.
- Train staff in identifying and handling children with special needs.
- Train staff in working with the parents of children with special needs.
- Train staff in coordinating referral resources for children with special needs.

PHYSICAL ENVIRONMENT

- Provide for a physical environment conducive to learning and reflective of children's developmental stages.
- Provide for appropriate and sufficent furniture, equipment, and materials according to children's strengths, needs, interests, and learning styles.

HEALTH/NUTRITION

- Integrate health education into ongoing classroom activities.
- Familiarize children with all health services they will receive.
- Schedule meal and snack periods appropriately to meet children's needs (breakfast at least 2 and ½ hours before lunch, snacks at least 1 and ½ hours before lunch or supper).
- Do not use food as punishment or reward and encourage (but not force) children to eat or taste.
- Allow children sufficient time to eat.
- Children, staff, and volunteers eat together sharing the same menu and a socializing experience in a relaxed atmosphere.
- Provide opportunities for involving children in activities related to meal service.
- Provide an organized nutrition education program.
- Use meal periods and food as an integral part of the total education program.
- Conduct learning activities to affect children's selection and enjoyment of a wide variety of nutritious foods.